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ABSTRACT

This document presents Fox Valley Technical College's (FVTC) 1999-2000 academic/faculty advising guidelines for instructors, advisors, and counselors, entitled "Working Together for Student Success." These guidelines are divided into the following parts: philosophy/definition, core values, institutional advising goals, developmental approach, roles/responsibility, advisor selection, systems/processes, training, recognition/reward, evaluation/measurement, and miscellaneous - timelines, priorities, and budget. Core values examines the power of academic advising and beliefs about students, while institutional advising goals address general information/referral, educational/career, and personal/developmental items. Developmental approach targets student growth in the developmental advising model. Roles/responsibilities looks at the duties of counselors, advisors, instructors (non-advising), students/advisees, advising coordinator(s), and academic/faculty advising steering committee. Advisor selection lists the qualities of an effective advisor and addresses how they can perform effectively with a reasonable load. Systems/processes addresses the new Student Advising Program Plan/degree audit/student information system/computerized student tracking system, early academic early system, advising reference handbook, and communication. Training provides a brief description of the training sessions included in the Advising Training 100 Series. Evaluation/measurement looks at the advisor/advising program and measurement/data collection/monitoring. Miscellaneous items addressed are priorities, the budget, full implementation of the FVTC advising system, and revisions/changes to the FVTC advising guidelines. (VWC)

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Fox Valley Technical College

Academic/Faculty Advising GUIDELINES

1999-2000

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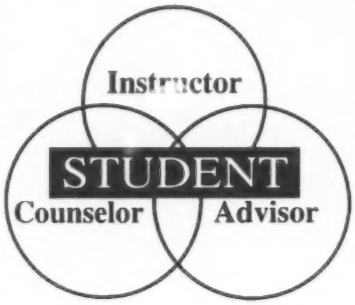

"Working Together for Student Success"

Academic/Faculty Advising Steering Committee

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Academic/Faculty Advising Guidelines

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REVISED February 1999

FVTC
Academic/Faculty Advising
GUIDELINES

1. *Philosophy/Definition*

Academic advising is an integral part of the instructor's role at FVTC. For our instructional faculty, advising is the highest priority after teaching.

> **Academic advising, effectively delivered, can be a powerful influence on student development and learning and, as such, can be a potent retention force on campus.**
> Crockett, 1996

FVTC's advising system will provide guidance for students, influence their development, promote retention, build relationships within the college, and identify services that help students clarify both their career and life goals. Advising is centered around instructional services that go beyond academic interests and promote a caring attitude on the part of college personnel toward students.

2. *Core Values* (from NACADA Statement of Core Values*)

Advisors are responsible:

- to the students and individuals they serve.
- for involving others, when appropriate, in the advising process.
- to the college in which they work.
- to higher education generally.
- to the community in which the college is located.
- to their professional role as advisors and to themselves personally.

(*More information on NACADA Core Values will be provided in the Advisor Training Manual.)

The Power of Academic Advising

Few experiences in students' post secondary career have as much potential for influencing their development as does academic advising.

Through regular contact with students, whether face-to-face, through the mail, on the telephone, or through computer mediated systems, advisors gain meaningful insights into students' academic, social, and personal experiences and needs.

Advisors use these insights to help students feel a part of the academic community, develop sound academic and career goals, and ultimately be successful learners.

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Because of the nature of academic advising, advisors often develop a broad vision of the institution. Advisors can therefore play an important interpretive role with administrators, faculty, and staff, helping them further understand students' academic and personal development needs. Advisors can teach others to identify students who, with additional attention from academic staff, may achieve their goals to succeed academically and personally.

Students place a great deal of trust in their advisors. That trust warrants quality programs and services. It is through our core values that students' expectations of academic advising are honored.

Beliefs About Students

As an educator, academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual served within the academic setting. Our work as advisors is guided by our beliefs that:

- students are responsible for their own behavior;
- students can be successful as a result of their individual goals and efforts;
- students have a desire to learn;
- learning needs vary according to individual skills, goals, and experiences; and
- students hold their own beliefs and opinions.

3. ***Institutional Advising Goals*** (as adopted from NACADA)

General information/Referral:

- Providing accurate information about institutional policies, procedures, resources, and programs

- Making referrals to other campus or community support services

- Providing student information to students and other faculty members as appropriate

Educational/Career:

- Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education

- Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternative career considerations, and selection of courses)

- Assisting students in evaluation or re-evaluation of progress toward established goals and educational plans

Personal/Developmental:

- Assisting students in self-understanding and self-acceptance (values clarification, understanding abilities, aptitudes, interests, and limitations)
- Assisting students in developing decision-making skills

4. ***Developmental Approach***

The term "developmental advising" suggests that the major objective is student growth, including:

- Growth in self-awareness;
- Growth in the ability to identify realistic educational and career goals, as well as a program of study to achieve them; and
- Growth in the awareness that life extends beyond the college experience

Developmental versus Prescriptive (Crookston, 1972)

Developmental Model (new)	***Prescriptive Model*** (old)
Focus: potentials	Focus: limitations
Growth-oriented	Problem-oriented
Proactive	Reactive
Basis: equal and shared problem solving	Basis: authoritarian advice giving
Responsibility shared by student and counselor/advisor	Responsibility is counselor's
View of student: wanting to learn; capable of self-direction	View of student: not highly motivated; requires close supervision
Shared evaluation (student and counselor/ advisor)	Counselor evaluates alone
Shared initiative	Counselor takes initiative
Relationship basis: trust and respect	Relationship basis: status

5. ***Roles/Responsibilities***

Academic advising is a cooperative effort between the advisor, other program and related faculty, and the counselor designed to assist FVTC students to succeed academically. It recognizes the importance of student decision making and sees others as support for the student's personal goals and responsibility.

Retention and support of students is critical during the first semester of the student's enrollment and needs to be continued throughout the student's educational program. The student's instructors, advisor, and program counselor have specific responsibilities for the provision of the services related to counseling and advisement.

The primary role of the counselor is to work with students from the time students have submitted a program application through the students' first semester registration. The role of the advisor will pick up here, at the first semester registration, and continues to help students through the rest of their program until graduation. Even though the counselor and advisor have identified roles as stated above, both the counselor and advisor will work together to help students to succeed in their program. (For more details, see the appendix for the **FVTC Developmental Model for Advising and Counseling**.)

Information about students will be handled in a confidential matter and staff will respect the rights of students.

Counselors

In the developmental advisement and counseling model at Fox Valley Technical college, the program counselor is fully certified and qualified to assist students to identify and plan a) appropriate life, career choices, and goals and b) coherent educational plans/programs that will lead them to the successful realization of those choices and goals.

The program counselor may provide students with a personal and/or vocational assessment, goal setting strategies, occupational research, and crisis intervention assistance; making referrals to internal and external agencies where necessary. If necessary; provisions for special needs assessments, which often require different approaches and more extensive research and reporting, will be offered in conjunction with the Special Needs staff.

The counselor also serves as a consultant and a resource to advisors, instructors, and other referring agents within the District. In this capacity, the counselor will also provide appropriate training for designated advisors.

The counselor will:

- Communicate information that is needed by staff who work with students (program changes, new programs, waiting lists, etc.)
- Work with students to assess skill level and need for remediation, options for completion of prerequisites or remediation (GOAL, etc.), and help individuals evaluate their prospects for program success
- Meet with students as part of new student orientation to do test interpretations (ASSET/Accuplacer) and other related assessment/orientation activities
- Refer students to Special Needs staff, work with Special Needs staff to help students develop a plan for academic success
- Clarify program choice with prospective students
- Facilitate the student rights in understanding their responsibility regarding the college in the student handbook and college catalog
- Facilitate the evaluation of transfer credit and advanced standing (transfer students, students with previous degrees)
- Assist students with academic planning as needed
- Help students with course overloads, problems in class, attendance, instructor conflicts, and issues such as practicing time management, learning self-advocacy skills, accessing academic support services, achieving course goals, developing study skills, test anxiety workshops, and learning styles
- Coordinate registration of new students with the assistance of advisors and assist advisors, as a resource as needed, in the registration of continuing students
- Refer students and/or coordinate student referrals to other appropriate FVTC resources
- Assist students in career direction through individual and/or group processes
- Provide personal short-term developmental counseling such as building self-esteem, learning assertiveness, improving communication skills, managing crisis, handling criticism, improving relationships, and decision-making
- Develop a good working relationship with Student Services, Division, General Education and GOAL staff and be a liaison for student needs

- Refer students and/or coordinate student referrals to outside agencies for long-term counseling

- Assist the Advising Coordinators in the development of advisor training, conduct training sessions (both general advisor and program specific training), and act as a consultant to advisors

- Provide special classroom presentations and provide student learning workshops in various areas/topics where the program counselor has special expertise

- Work cooperatively with advisors and students to ensure that students meet graduation requirements

- Work with the advisors to have a system of providing an exit interview for every student near program completion to discuss jobs/career choices, goals or additional training as desired

- Work with advisors to have a system to have students complete the program withdrawal process (computer/paper form) for students dropping out...either the counselor or advisor can complete the process.

Advisors

The advisor's role in the developmental advisement and counseling model at FVTC is to work cooperatively with the program counselor to provide ongoing assistance to students. The advisor, primarily faculty, will receive appropriate training in the FVTC delivery model to be able to facilitate a caseload of students in their progress toward reaching their educational goals.

Advisors have more potential contact with students and; thus, will meet more often with students than counselors to help students select courses, schedule classes, and identify problems and issues affecting academic (and possibly personal) life. Where appropriate, they will make referrals to the program counselor or other internal resources.

The advisors will:

- Help students clarify their career program choices and provide information to students.

- May provide personal contact (letter, note, or phone call) to students after the program application has been received, that includes the advisor name and role. An additional letter at mid-term regarding course scheduling/registration will also be sent.
- Be accessible when any instructor refers students to them

- Provide adequate time with each student to determine issues or problems
- Meet with students twice the first semester (once within the first three weeks and again prior to registration) and at least one time each semester thereafter
- Refer a student to a program counselor when it is appropriate (academic and personal problems, crisis situations, instructor/student issues, etc.)
- Refer a student to other student support services within FVTC when appropriate (Career counseling, Tutoring, Special Needs, Lifeline, Student Employment Services, Assessment, Women's Bureau, Nurse's office, etc.)
- Be the first stop for students needing help outside of the classroom
- Provide information about the college policies and procedures in the student handbook and catalog while stressing the responsibilities of the students
- Follow-up on assigned advisees and monitor student progress using the Academic Alert System with computer assisted program (when available)
- Insure that students who don't show up for class or who have poor class attendance are contacted (part of Academic Alert System)
- Assist the counselor in the registration of new students and coordinate the registration of continuing students
- Assist the student to review the student record of credits completed toward graduation. The student will be provided with Student Employment Services information at that time.
- Work with the counselor to have a system of providing an exit interview for every student near program completion to discuss jobs/career choices, goals or additional training as desired
- Provide a system, in cooperation with the counselor, to have contact with students who withdraw from their program in conjunction with the completion of a program withdrawal form

Instructors - Non advising

Instructors will carry out specific responsibilities as part of the district-wide effort to retain students. The instructor will:

- Contact students who are not following the attendance policy and alert advisors as necessary
- Identify "high risk" students during those critical early weeks, and refer students to the assigned advisor
- Complete a periodic academic progress evaluation with a roster of all students through a paper/computer-assisted program or other alternative method during the semester (Academic Alert System)
- Be alert, intervene, and refer students to the advisor or counselor, at any point in the semester as necessary

Students/Advisees

The students/advisees will:

- Clarify their personal values, abilities, interests, goals and seek resources as needed
- Contact and make an appointment with the advisor when required or when in need of assistance
- Become knowledgeable about and adhere to institutional policies, procedures, and requirements as explained at the new student orientation and outlined in the student handbook and catalog
- Prepare for the advising sessions and bring appropriate resources or materials
- Follow through on actions identified during each advising session
- Evaluate the advising system, when requested, in order to strengthen the advising process
- Request re-assignment to a different advisor, if necessary
- Be proactive in the decision-making process and accept final responsibility for all decisions
- Monitor the course/program requirements for graduation

Advising Coordinator(s)

The Advising Coordinators will:

- Facilitate activities of the Academic/Faculty Advising Steering Committee
- Facilitate the brainstorming required of a steering committee to be a viable and on-going committee
- Identify and carry forward the recommendations of the Steering Committee that need to be brought to others' attention
- Serve as communication link with FVTC Administration, Academic Division Deans, etc.
- Handle questions and concerns of faculty advisors
- Advocate up-dates and changes in the advising policy and procedures as needed
- Coordinate faculty advising efforts between Student Services and Instructional Services
- Coordinate advisor training opportunities with the Training and Development Department, counselors and other FVTC staff
- Carry forward recommendations of the Advising Steering Committee to the operational planning/budgeting process
- Work with vice presidents, academic deans, Information Services and other related staff on the implementation of a computerized student tracking system and other technological systems as needed
- Develop and update the faculty advisement training manual and reference handbook

Academic/Faculty Advising Steering Committee

The Academic/Faculty Advising Steering Committee will:

- Suggest and recommend ideas and needs for improvement for the FVTC advising system to the Advising Coordinators, academic deans, vice-presidents, etc.
- Modify the criteria for advisor selection and other information contained the FVTC Advising Guidelines
- Monitor the components of the implementation plan and recommend future modifications
- Oversee the Faculty Advisor Recognition/Reward System

- Develop the assessment/evaluation of the overall system (determine the criteria and help select the assessment tools)
- Review the existing and recommend components for the Faculty Advisement Training Plan
- Recommend standards for advisor workload assignment
- Research future planning and provide recommendations for operational planning

6. *Advisor Selection (Who will serve as advisors)*

Most advising assignments will be made to the program instructors. Depending on the needs of the area, other staff (including General Education instructors, support staff, and managers) may be included. Each program will have an assignment for student advising.

Advising is an expected role for teaching faculty. If faculty members choose not to advise, their program team needs to work with them in assigning the advising role to other team members according to the "Workload" section of the Master Contract. Faculty members who choose not to advise will have other assignments or responsibilities. One member of the program team will also coordinate the advising needs of the program. Associate deans, deans, and vice-presidents will collaborate with teams as necessary.

Individual advisor evaluations and an over-all advising system evaluation will be conducted on an annual basis. The advising system evaluation will be the initial priority.

"80% of Academic Advising is provided by faculty members."
ACT Fourth National Survey of Academic Advising, 1993

Qualities of an Effective Advisor (From Crockett's Report 1996)

- Approachable
- Available
- Patient
- Knowledgeable
- Pro-active
- Communicative
- Detail-oriented
- Accepting

Advisor Load

To perform effectively, an advisor must have a "reasonable" student/advisee load. Too many advisees will inevitably result in advisor unavailability, hurried meetings, failure to

get to know advisees on a personal basis, and, in general, a poor advising experience for the student and staff member.

The number of advisees per staff member will vary depending on the individual program. **The recommended ideal advisee/advisor ratio is 20 to 30 students/advisees for the typical advisor.** The number of assigned advisees should reflect the department's unique staffing patterns and the mix or needs of the students (i.e. first and second year, full and part time, day and evening, etc.).

Each advisor will have between 2-3 hours per week of advising time to meet with advisees. The actual time spent advising will vary throughout the year...during peak times
it will be greater (i.e. registration and orientation periods). The assignment of time for advising should utilize time between the teaching hours and the weekly total 35 hours of assignment.

Advising will be done during a scheduled advising time, separate from what we now know as office and prep time. In the event that designated advising hours are not available, advisees will be assigned to other staff, or if possible, teaching schedules will be modified to accommodate this activity.

The majority of staff involved with advising will be teaching program faculty. In cases, where there is an overload of students in a program, advising overload strategies will be put in place. Advising overload strategies may include: additional release time for advising, utilization of ŏther staff (including General Education instructors, support staff, managers), group advising, and student peer advisors.

Each program area will have a clearly defined procedure to respond to advisee or advisor dissatisfaction with each other. This procedure will allow for advisee and advisor reassignment.

Surveys will be used to solicit input from participating advisors and advisees. This effort will allow us to assess the effectiveness of the advising model including workload, training, procedures, retention rates, etc.

7. ***Systems/Processes***

Facilities, such as appropriate office space, phones and computers will be provided for advisors as needed.

New Student Advising Program Plan (SAPP)/Degree Audit/Student Information System/Computerized Student Tracking System

A new, user-friendly SAPP/degree audit (tracking of required program courses completed) is needed by advisors, counselors, and students. Support will be given to the school-wide plan to implement this new system by PeopleSoft.

Early Academic Alert System

Successful student retention initiatives include an identification, monitoring/tracking, and intervention system designed to:

- Identify, in advance of enrollment, "high-risk" or dropout-prone students who could benefit from intervention. The Retention Management System/College Student Inventory (RMS/CSI) will be investigated for use at FVTC as a system to identify academically high risk students. This tool would be used by the advisor and counselor to spot student concerns prior to or early in the program.

- A paper form/process to identify enrolled students experiencing academic and/or personal problems called "Early Academic Alert" has been initiated. Intervention of the advisor, early in the semester, is key to addressing issues to retain students. A computerized "Early Academic Alert" system will be developed to assist in processing this information.

Advising Reference Handbook

An Academic/Faculty Advising Reference Handbook is provided to each advisor as part of Advising 104 training. The Faculty Advising Reference Handbook includes FVTC resources/referral information and division/departmental materials. Counselors will work with advisors to review, understand, and utilize this information. Up-dating of the handbook will be done on an annual basis in September.

Communication

Advisors have several communication networks to tie into at FVTC:

- Academic Advising Newsletter
- Program Counselors
- Academic Advising Coordinator(s)
- Academic Advising Steering Committee
- Computer - E-mail system/discussion group on Outlook "**Academic Advisors**"

8. ***Training***

Training will be provided based on topics and areas needed by advisors on an ongoing basis. It is recommended that new advisors participate in at least six hours of training during the first few years...less training in years after this. The program counselor will work with program teams to identify advisor training needs. The Academic Advising Coordinator(s) will help to organize training for advisors.

The Advising Training 100 Series sessions include:

Advising 101: *Introduction to Academic/Faculty Advisement*
⇒ (definitions, roles, goals, expectations)
Advising 102: *Skills and Techniques*
⇒ (comm. skills, strategies, proactive, intrusive advising)
Advising 103: *Student Development*
⇒ (theories, adult students, traditional vs. non-traditional)
Advising 104: *Internal Resources*
⇒ (Student Services, Lifeline, GOAL, Nurse, Student Life, etc.)
Advising 105: *Student Records/Nuts and bolts*
⇒ (student records, ASSET/Accuplacer, registration, withdrawal, etc.)
Advising 106: *Legal and Ethical issues*
⇒ (confidentiality, student rights, college policies, procedures, etc.)

A new series, Advising Training 200 Series, will be developed to expand the above topics plus other areas as needed. Other avenues of training/information sharing will be encouraged through Lunch N' Learns, FVTC inservice days, etc.

FVTC will have an institutional membership in the National Academic Advising Association (NACADA) as a link with other institutions and advisors throughout the United States. Individual Wisconsin Academic Advising Association (WACADA) and NACADA memberships are also encouraged. Professional advising training resources include the NACADA materials such as their videos, handbooks, monographs, regional and national conferences, listserve discussion groups and other publications.

Advisor training should be part of an advisor's Individual Professional Development Plan. The FVTC Training and Development Department will help set up and track advising training. Professional growth re-certification "credit" will be given for advising training for those with five-year certification.

Academic Advising Training Manual

An Academic/Faculty Training Manual is provided to training participants. Counselors will work with advisors to review, understand, and utilize this information.

9. ***Recognition/Reward***

An advising recognition/rewards system has been developed. They include an end of the year "Advisor Appreciation" luncheon and "FVTC Outstanding Advisor" awards (as established by NACADA). All program advisors are invited to a luncheon in spring which includes a short program. A FVTC outstanding advisor is chosen in spring to be forwarded to the NACADA for national recognition if selected.

10. ***Evaluation/Measurement***

Advisor/Advising Program

An advisor/advising program evaluation system has been developed. The first priority has been be an evaluation of the entire advising program, in which a faculty survey has been conducted on an annual basis. Some other methods for evaluation include ACT Student Survey of Academic Advising (student evaluation of their advisor/every other year basis, early in the semester), FVTC student satisfaction survey, a part of FVTC program audits, and other school-wide surveys.

Measurement/Data collection/Monitoring

Measurement/data collection/monitoring is needed to show success of the advising system. Tracking student retention rates vs. attrition in programs has been one way to monitor a piece of the success of the advising system.

11. ****Misc. - Timelines, Priorities, Budget***

Priorities

Ideally, every student should have the benefit of having an advisor to work with but not all areas have been able to implement an advising system immediately. The first priority areas to establish an advising system has been the Associate Degree and Technical Diploma programs. Advising systems in Certificate areas, with undecided/undeclared students, and special populations will be developed later. GOAL established an advising system for their students.

Budget

An annual budget for Academic Advising is established to meet the needs of the advising system. The FVTC Administration and Academic Division Deans will consider advising components as a priority during operational planning and budget preparation and discussions.

Full Implementation

The initial goal for full implementation of the FVTC advising system was January 1998. Even though this was not accomplished, full implementation is still a goal for all programs. The available budget, workload, and training needs will help to determine the full implementation of advising.

Revisions/Changes

The FVTC Advising Guidelines will be reviewed each year by the Advising Steering Committee and revised as necessary.